

First Mondays

Monthly Notes for Virginia's Adult Education Providers

June 1, 2015

Calendar

Virginia Institute for
Lifelong Learning
(VAILL) Conference
July 29-31
Radford

GED® Stats

2015

GED accounts – 8,652

Test takers – 3,300

Completers – 1,338

Passers – 956

State pass rate - 71%

National pass rate - 62%

College and Career Readiness Standards for Adult ESL

By Phil Anderson, Adult ESOL Program Specialist, Florida Department of Education,
Career and Adult Education

Below is an excerpt from an article that first appeared in the Literacy Information and Communication System (LINCS) Discussion Forum on September 27, 2013, from a time when OCTAE was still OVAE. But even though the article is over a year old, it addresses a topic of current interest and, indeed, some concern, for ESOL programs' relationship with the College and Career Readiness Standards for Adult Education.

The Adult College and Career Readiness Standards report distributed by USDOE Office of Adult and Vocational Education is an excellent document, in my view. It has become dog-eared on my desk since the first day it came out in April of this year.

I think it is fair to say that the document is primarily for programs that have ABE and Adult Secondary students, and not ESL students. However, after studying the standards, it seems that most of them could probably be used in the ESL setting with no modification. There are some that can be modified easily for ESL. However, and this is where the real work starts, it is likely there may be a need to refer back to the original set of College and Career Readiness standards to find standards that would directly apply to the instruction of ESL students.

Perhaps some specific Second Language Acquisition needs of ESL students may need to be inserted into the standards. The CAELA brief, "[How Should Adult ESL Reading Instruction Differ From ABE Reading Instruction](#)," would seem to be a good starting point. The CAELA brief covers some points that would help to ensure that the CCR standards address ESL students, particularly in writing, speaking and listening. They would need to cover letter-sound correspondence (listening and speaking), teaching parts of words: prefix and suffix (writing), teaching the rules of past-tense spelling and sounds [laughed, climbed, wanted] (listening, speaking, writing) as well as the parts of speech and their roles. Perhaps the Adult CCR Standards already does address these and I have missed them.

For the majority of the Adult Education CCR standards, it seems to me that no modification will be needed in the way they are stated. The difference will be in the instructional approach, tailoring them to fit

WIOA

Resources for WIOA
Information

[OCTAE](#)

[Department of Labor](#)

[National Skills Coalition](#)

[Federal Register Web site](#)

Money Matters

Final reimbursement requests for state grants, i.e., GAE, PluggedInVA, and Race to GED, are due by June 10, 2015.

Programs' final federal reimbursement requests will not be approved until all fourth quarter financial reports are received. Fourth quarter reimbursement requests from FY 2014-2015 funds will not be approved until all regional reallocated funds are spent.

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the needs of ESL. Classroom teachers will need to be aware that the culture and experiences of the students need to be taken into account. The students' own culture can be used as a source of materials, readings, discussion topics, and to motivate students. The culture of the U.S. can be explicitly taught as "you need to know this" topics. As the CAELA brief points out, when an ESL student lacks cultural knowledge about something they find in a reading passage, this impedes understanding of the entire passage.

I think the most important statement of the entire report put out by MPR for OVAE is found in the middle of page 8. "The standards are not a curriculum, and states or programs choosing to adopt them will need to complement the standards with high-quality curricula that align with the content and expectations."

Distance Education Update

By Kevin Franklin, Education Support Specialist, VALRC

In March, the Office of Adult Education and Literacy (OAEL) and the Virginia Adult Learning Resource Center (VALRC) convened a distance education expert panel comprised of state staff, local and regional administrators, and local practitioners from around the state. After several meetings, this panel has determined an updated process by which Regional Program Managers and Executive Directors of CBLOs should submit distance education curricula to be approved by the panel. Designated program administrators should use the [Distance Education Curriculum Submission Form](#) to submit all future distance education curriculums for approval. This form will also be available on the VALRC and OAEL Web sites.

At the 2015 VAILL Conference, the Distance Education Panel will hold a listening session open to all attendees to gain insight from the field on promising practices in distance education, engaging curriculum, state support, and more. This session has much potential to be an engaging experience for all of those in the field interested in the benefits of distance education.

TABE CLAS-E Training

TABE Complete Language Assessment System—English, or TABE CLAS—E, administrator training will take place on July 29 at Radford University.

Participants will learn how to administer the test and cover key features and functionality of the TABE CLAS-E Assessment System. The training session includes an introduction to the assessment, the

OAEL

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Web site for more
information about adult
education and literacy in
Virginia and for news
and updates throughout
the month.

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role of administrator, teacher, and examinee. Attendees will gain practical knowledge needed for implementation, including planning, scheduling tests, registration, and the preparation of individuals to take a TABE CLAS-E test. The session will also cover how to accommodate students with disabilities and an introduction to scoring and reporting TABE CLAS-E results. The instructor will also lead a discussion on the basic practices of test management based on your individual organizational structure. Upon completion each attendee will receive a Certificate as a TABE CLAS-E Administrator.

Objectives of the training are:

- Identify the four domains included in the CLAS-E
- Understand the use of the Test Directions
- Have the knowledge needed to administer and score the Locator Interview and Locator Test and determine the appropriate CLAS-E test level
- Have the knowledge needed to administer and score the four parts of the CLAS-E
- Understand and be able to apply the use of holistic scoring using the rubrics for the speaking and writing assessments
- Be able to determine students' Scale Scores, NRS and SPL
- Be able to apply the test administration process to new and existing students
- Identify the available reports from the TestMate Software
- Know the available resource materials

If you are interested in the training, you must register through Knowledge Center, separately from your VAILL registration, at the link below. There will be a limited number of registrations available.

<http://covkc.virginia.gov/valrc/KView/CustomCodeBehind/Base/LinkingRouter.aspx?strDLItemid=0F31B75D55A54FA2928167BD198C9129>

You may also search the Knowledge Center Course Catalog using "TABE" as a keyword search.



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